



## Psychoanalytic Center of the Carolinas

### **101– Fundamentals of Psychoanalysis from the Individual to Society**

**Primary Facilitator:** Kris Evans, LICSW ([kevans@smith.edu](mailto:kevans@smith.edu); 413.341.0037)

16-week course

**Meeting Dates:** Mondays - August 19, 2024 through December 16, 2024

*(Class will not meet on September 2<sup>th</sup> or October 14<sup>th</sup>)*

**Time:** 6:30 PM-8:00 PM, Eastern

**Location:** Zoom/Virtual

**# of Credit hours:** APA Cat. B CE: 24 clock hours / NBCC: 24 clock hours / All others: Letter of Attendance

**Target Audience:** Mental health professionals and others interested in an introduction to psychoanalytic ideas.

**Format:** This class will meet weekly online via Zoom. Learning opportunities are embedded in assigned readings, recorded and live lectures, small and large group class discussions, case discussions, and engagement with relevant audiovisual material. The class will be facilitated by a primary instructor who will 'hold' the learning space throughout, offering guidance on how various topics are related and supporting participants' overall learning needs. Several guest instructors will present on multiple topics to advance the course and offer participants experiences with instructors who teach other courses offered by the PCC.

**Description:** Psychoanalysis is alive, evolving, contributing to, and influenced by academic and practice-based disciplines. This course offers an introductory survey for mental health professionals and interested others, encompassing a range of ideas associated with psychoanalytic theories. Participants are invited into the psychoanalytic discourse to explore the potential these theories hold in helping us to understand ourselves, our relationships, and the world in which we live.

#### **Course Goals:**

1. Introduce students to a range of psychoanalytic schools of thought and theoretical constructs that contribute to contemporary analytic thinking and clinical practice.
2. Engage in critically examining the ideas presented in this course.
3. Explore the relationship between theoretical models of analytic practice, the intersectional identities of those engaged with the theories, and the structural dynamics of power, privilege, and oppression with consideration to how these relationships impact the utility of the constructs discussed in this course.
4. Explore questions central to most theoretical models, focusing on how they impact 'practice' (clinical, academic, everyday living). These questions include:
  - a. What motivates human behavior?
  - b. How do relationships shape us?
  - c. How do larger systems and their embedded power dynamics influence us and how we relate to one another?
  - d. How do we define health, suffering, and the factors that contribute to both?
  - e. How is the course of development conceptualized? What advances or thwarts health and growth?

- f. What is the role of trauma and the environment according to analytic theory(ies)? What actions/interventions/approaches to ameliorating suffering are suggested by analytic theory(ies)?
- g. What do these theories suggest about the nature of the therapeutic relationship and the role of the analytic practitioner?
- h. What are the strengths and limitations of applying these theories in considering the complexities of social identities within a broader context of institutionalized racism and structural/systemic systems of privilege/oppression?

**Course Syllabus:** [Fundamentals of Psychoanalysis from the Individual to Society](#)

**Required Texts:** Course materials (readings, slide shows, other materials) will be available through a Google Drive folder. If you are still getting familiar with using a Google Drive folder, please email Kris Evans before the course.

**Independent Study:** Graduate students in the UNC School of Social Work may be able to receive Independent Study credit for this course. For additional information, please get in touch with your advisor.

**Continuing Education Credit:** At the end of the course, participants must complete the evaluation form to receive continuing education credit. The instructor has no relevant financial relationship(s) with ineligible companies to disclose.

This course will not offer CMEs to physician learners.

#### **About the Instructor:**

**Kris Evans, MSSW, LICSW**, is the Executive Director of the Schacht Center for Health and Wellness at Smith College. Her clinical interests include working with adolescents and young adults to address sexual abuse and developmental and relational trauma. She has held several teaching appointments at graduate schools and psychoanalytic institutes emphasizing psychodynamic approaches to clinical work, human development, and clinical supervision. Contemporary psychodynamic, trauma theories, and critical psychology inform her clinical and educational work.

***Registration and Tuition Deadline is August 5, 2024.***

#### **Tuition**

PCC Matriculated Students: **\$510**

Graduate Students and Residents: **\$645**

All others: **\$710**

*Registration Fee: \$25 per term (Matriculated Students are exempt from registration fee).*

*Payment plans can be arranged with the Business Manager, [Lisa Long](#).*

[Course Cancellation Policy](#)

## [Register Here](#)

### Course Learning Objectives

Class participants will be able to:

1. Establish a class frame (or potential space) for exploring psychoanalytic theories.
2. Familiarize ourselves with the 'family tree' of psychoanalytic theories & approaches.
3. Establish a frame for critiquing/discussing the strengths and limitations of the ideas covered in this course.
4. Articulate critical components of a psychodynamic perspective / explore 'trans-theoretical' concepts.
5. Identify and reflect on the inextricable links between individual/intrapsychic and social/cultural/systemic.
6. Identify a range of perspectives on how the human mind is structured.
7. Explore perspectives on 'drive' or the impulses shaping the mind's development.
8. Critically consider classical and contemporary views of the unconscious.
9. Consider how one 'listens for' and works with the unconscious.
10. Identify and critically reflect on how psychoanalysis conceived trauma and its impact on human functioning.
11. Define the role of defensive processes and elaborate on their relative utility or drawbacks in human functioning.
12. Explore types of defenses, their classification, and how they may shed insight into an individual's relative health or suffering.
13. Briefly explore types of interventions used to facilitate change in psychoanalytic treatments.
14. Define and explore applications of 'interpretation' as a clinical intervention.
15. Explore how early interactions with caregivers contribute to human development and patterns of interpersonal relationships across the lifespan.
16. Describe the mechanisms of relational trauma and its impact on human functioning in object relations/developmental terms.
17. Introduce clinical intervention as a separate and distinct but parallel to 'caregiver' interventions.
18. Illustrate applications of analytic theory to child psychotherapy.
19. Explore the relationship between child and adult psychoanalysis with attention to developmental themes.
20. Define the clinical constructs of transference and countertransference.
21. Critically reflect on differing opinions about the role of transference and countertransference in the clinical exchange.
22. Identify how relationship patterns established early in life emerge in the context of analytic treatment.
23. Explore the function of enactments as a form of communication, assessment, and substrate for clinical intervention.
24. Explore interpersonal approaches to intervention; how psychoanalytic practitioners work with affect, developmental arrests/derailments, and problematic relational schema.
25. Articulate contemporary relational perspectives on the unconscious and how race influences the construction of this intersubjective space.
26. Explore how the 'cultural third' inhabits and influences our analytic practice both in the clinical space and in our training institutes.
27. Explore approaches to addressing historical, identity-based trauma with attention to our social locations.
28. Demonstrate the capacity to critically reflect on our individual and collective learning in this class.

**Confidentiality Statement:** All case material will be carefully disguised. We ask that participants agree to hold all material presented with the utmost care, following ethical and professional guidelines.

Course Participants agree to review and abide to the following:

[Professional and Ethical Guidelines for the Classroom](#)

**Accommodation Statement:** To request an accommodation for this program, please get in touch with the Administrator at [Kayla@CarolinaPsychoanalytic.org](mailto:Kayla@CarolinaPsychoanalytic.org) two weeks before the start date.

**Continuing Education Disclosures:**

The Psychoanalytic Center of the Carolinas has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6518. Programs that do not qualify for NBCC credit are clearly identified. The Psychoanalytic Center of the Carolinas is solely responsible for all aspects of the program.

The Psychoanalytic Center of the Carolinas is approved by the American Psychological Association to sponsor continuing education for psychologists. The Psychoanalytic Center of the Carolinas maintains responsibility for this program and its content.

Social workers will receive a letter of attendance documenting their hours of continuing education. This certificate may not be acceptable verification in all states.

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**Contact:** [Kayla@CarolinaPsychoanalytic.org](mailto:Kayla@CarolinaPsychoanalytic.org)

Kayla Schilke, Training and Education Program Manager

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*Psychoanalytic Center of the Carolinas: Promoting Emotional Resilience by Understanding the Mind Through Psychoanalytic Education, Practice and Service.*